

Psicología y Educación: Presente y Futuro

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Intelligence in teens negras a case study

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This study my doctoral thesis continues to research carried out in the course of my academic activity, is directly related to the research I have done on the school context of education for blacks with higher intelligence and Ethnic Racial relations.

The interest in this issue proved even during the undergraduate degree in pedagogy, held at UBM (Brazil). At the time an author aroused my attention and his ideas seemed especially intriguing. This author was Kambenguele Munanga, an African eradicated in Brazil for many years, USP professor in his book Social Psychology of Racism. Where two central issues are addressed: the laundering policy and the consequences of racism in the life of black.

In this paper researched is why gifted black children do not have school performance compatible with their level of giftedness. The Master's thesis researched is the High skills \ giftedness in children and adolescents black.

We found seven percent of black students with giftedness. As these students did not show in the academic life that superior intelligence, were now four years later accompany them in another school where all plumbed studied to see school performance thereof. We chose three of the seven gifted black to do a case study and another gifted black which has studied in particular school, to do the comparison.

Method

Goals :

General: Identify why smart black children have poor school performance. Specific objectives: Knowing how black children learn.

Working the high esteem of black children and adolescents.

Participants

The study included four (children and adolescents) of both sexes, two male and two female. Children and adolescents are alumni of the School Dr .. Lauro Travassos the first segment of elementary school, and are currently students CELAMM (State College Leopoldo Miguez de Mello) .Also, were recruited teachers, and family members of students already identified as gifted. When studied in elementary I these students were tested with two standardized instruments: Raven test and (Renzuli scales). In this second stage we use the following instruments: standardized interviews with teachers and families, to assess whether these gifted achieved in Elementary Education II one gifted performance.

Procedures

We chose the CELAMM (State College Leopoldo Américo Miguez de Mello) for this research because this school located in proximity to the School of the previous research in which students were probed and all study today in this College. It developed semi-structured interviews to apply with teachers and family members and companions to accompany the development of these gifted.

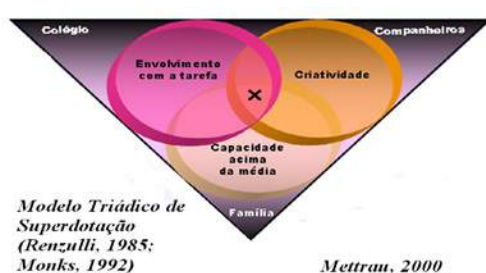
Instruments: the first part of the research used two standardized instruments: Raven test and Renzulli scales. In the second part we used semi-structured interviews.

Results

In the first survey data obtained from the collection of IQ scores (quotient Intelligence) by applying the test of Progressive Matrices (Raven, 2004), showed 9.0% of gifted students, which was confirmed with the application of scales Renzulli. Of the 71 surveyed seven niggas are superdotados. Dos seven chosen four to accomplish the study of cases.

According to Mettrau (2000) the evaluation process designed to identify the person with high ability / giftedness, previously only supported by IQ tests, is based today in most of the experts at the intersection of information obtained through parental report , teachers and companions; observing the actions and expressions of the individual in their social environment; self-assessments, among others. This qualitative leap, as regards the identification of people with high abilities / giftedness is of great value for the whole society, because the alert for social responsibility to recognize them and invest in their potential.

Source: Mettrau 2000 p. 59




Working family, school and society realized that the result was not expected. Gifted detected in Primary I, II did not show fundamental development compatible with the level of giftedness. It was noticed in the interviews with the families and speech of the students and the companions that the greatest difficulty that these students had been dealing with racism and racial discrimination.

Case Study

The Nastasya CASE

black girl middle-class daughter of a doctor with a lawyer. It is the third of four sisters. Tested by an experienced psychologist in question your IQ is high. It has above average intelligence, have creativity and is involved with the tarefa. Portanto second Renzulli is gifted. From very early was a victim of racism and racial discrimination in escola. Entrou in school life 1 year and 9 months. Nastasya was shy, very quietly, but at two years alone wrote the letter N and said my name. Racism in school today. Does that exist? In the third millennium Nastasya has a great history of racism in their school life.

With three years already in the garden three (pre-literacy) .Estudava a traditional school, known as the best in town, which will call the school when I was started to be perceived as different at school and his friends began to rejected it the color of their skin. Nastasya understood. He came home and told his mother: «Mom, there at my school no one plays with me, I play alone.» The mother finding strange, but already guessing what it was was the school and



talked to the director. The director evaded and said it was only impression of her because the girl had changed class and so the classmates did not play with her. He promised to address the issue. After a few days if the mother Nastasya new complaint. «Mother no one plays with me at recess I play with Keila.» His mother was quiet, sad, and said, «No power daughter, you are the most beautiful girl in his school, plays with her little sister, then.»


The following year the girl attended C.A. with excellent notes in the first half, but at parties was always cornered like an animal. Its very capricious mother, made her the most beautiful dresses and she never danced. She was ashamed to be black and thought everyone was laughing at her.

In the second half, came to the fore their emotional problems, she no longer bore silent all this suffering and began to get aggressive, beat her colleagues, the teacher and no longer had any duty in class. He rejected to take the tests. The school, very traditional and uncompromising, did not want to give her second call, the mother interfered and she did, with excellent grades. First, however, this second call, the school's owner called her mother and said that the girl could not attend the graduation, it would be rejected, it was without the notes of the 3rd quarter and had refused to make the reading test. The mother went mad, demanded new reading test and new evidence. In a the girl refused to do, the school wrote «ZERO» pretty big, so for a 4 year old. In the reading test the girl took zero since refused to read. Again the mother intervenes. And the mother of the director says, «If she did not read it because I do not know, who knows how to read, read.» The mother threw down the gauntlet: «Send the girl read in front of me.» And in front of everyone, coordination, direction, teachers, she read out loud, a text of one page with all complex phonemes. Everyone looked puzzled: «Our she can read.» Cried all desperate. And the keeper said: «I have never seen such a case in 25 years of teaching.» He moved to the first series and did not want to stay in this school, because before being approved had to make recovery as punishment for not wanting to read rebellion, knowing not copy the duties and etc ...

In another school, which will call School II everything was going fine until they came a rumor that she was in the garden and not the first series, he was 5 years old. Everyone wanted to know how it was on the front and white in the garden with five years. Also they charged to his sister who was six years in the 3rd grade. And they said, «Guys, black or learn right, black is poor, how can they be so so early?». Keila, did not care, but Nastasya wanted to beat everyone. And the director put him stuck in the library for two hours, the girl went into despair. His teacher squeezed both her little hand that even being black, marks sue ring pierced his hands and was all purple. All Nastasya days was crying jag and children, mothers and teachers said it was the devil's work. She received «holy.» But the girl was desperate. In May the mother took the school girl. Several times the director gave suspension to a 5 year old, who was maltreated and judiada by all. The mother filed a case in the Child Protection Council, which was in favor of the school. At NEC, (Center for Education and Culture) said that the girl was crazy and needed to do neurological tests. The mother did everything. And the girl was normal, no deviation. He went to the psychologist.

At school she III has not adapted, because the director of the School II gave the references of her school and asked her to leave. Fifteen days later the girl was at school IV. The mother spent all problems suffered by the student and the school promised to address the issue. Whenever Nastasya changed school, Keila also changed to make Iha company. At this school she was cheerful and happy until the director of the School II discovered where they were and sent a document by fax, made a false historiography of Keila, who had enrolled in the 3rd grade and made the evidence of the 1st two months, she sent all as if it were the 2nd series. What about Nastasya it razed with the girl. And schools have combined to reprove both, because if the current school approved, the first would be wrong.

Nastasya in its 1st series has never been evaluated, always refused to do any activity in class, only made at home with much joy and willingness. But she learned everything and sometimes the teacher surprised her teaching duties pros colleagues.



The director called her mother and advised her to take her to Pestalozzi, he was expert in special education and was sure that the girl was down. Nastasya was rejected, without ever being evaluated. Keila had good grades, but as he had a red note of the 1st quarter in the previous school, was recovery. And the recovery they applied for Keila a test that was applied to the pocket, very difficult for anyone to get the bag, because that was the proof given the girl. Result, as the two schools were combined before they reproached the two.

The consequences of racism in the life of Nastasya were very large. For a long time she did not speak in public. I did not talk to strangers. I had constant ventre.Precisava prison crisis interning to remove feces. Cried a lot, I was touched by little. Treated with a psychologist, psychoanalyst but family support and especially maternal care helped her win.

It is sad to think how racism is present in Brazilian schools. All schools in which Nastasya went except for one, all are private and very expensive, upper-middle class. And she was always paying student, was never scholarship.

Discussion and conclusions

The Brazilian school is Euro-centric, this difficult learning the black student. Hence the need for african centered education so that our students have academic success. As Romao says (2001 p.19) «Statistics on education, point out that children and teenagers of African descent are the ones who evade or are excluded from school. < Because the school does not attend to their culture, to their own way of learning.

In african-Brazilian culture, the body translates as a form of participation required. A black child in school is prevented from expressing bodily as belonging to this culture. The school dynamics requires it incomprehensible rigidity. Cut your sensory channels of participation and have said that intelligence is possible only when before reaches our senses (Romao 2001 p.18).

Hence the black student having so much difficulty learning because their culture, their knowledge is not valued by the school, or is used as a facilitator in learning.

The black people, wherever you are between African cultures and other (...) still expresses life with the whole body. The black skin would not let him forget that it is with the body, first of all, and not just with good reasoning, we discover the world, other people and what they think of us. (Silva, Petronilla and Romao 2001 p. 18)

We suggest that there are more public policies for this segment, black with high abilities / giftedness, the gifted entitled to special care for potentiation of their superior skills. “For we can not waste anything, much less talent” (Mettrau 2000, p. 10). We also understand by public policies use and enforceability of laws regarding racial ethnic issues, as a legal instrument which should be applied across the network, public or private.

Students with high abilities / giftedness black, may suffer two types of stigmas of being gifted and being black. If there is discrimination of the gifted student, much prejudice and discrimination suffered the student, black, poor and also gifted. So be black, poor and have high abilities / giftedness, requires a job well done at school, guiding, parents, teachers and charging of government programs for this population has the right to develop their potential.

To conclude our study of the intelligence in gifted black students, it was found that there was no breakthrough expected in subsequent years in surveyed adolescents. In an interview with family members, teachers and circle of friends, we observed that the environment in which these students are inserted not provide them with an appropriate academic development. The Nastasya was a different reality, the same color and race, more had since birth favorable conditions to advance.



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